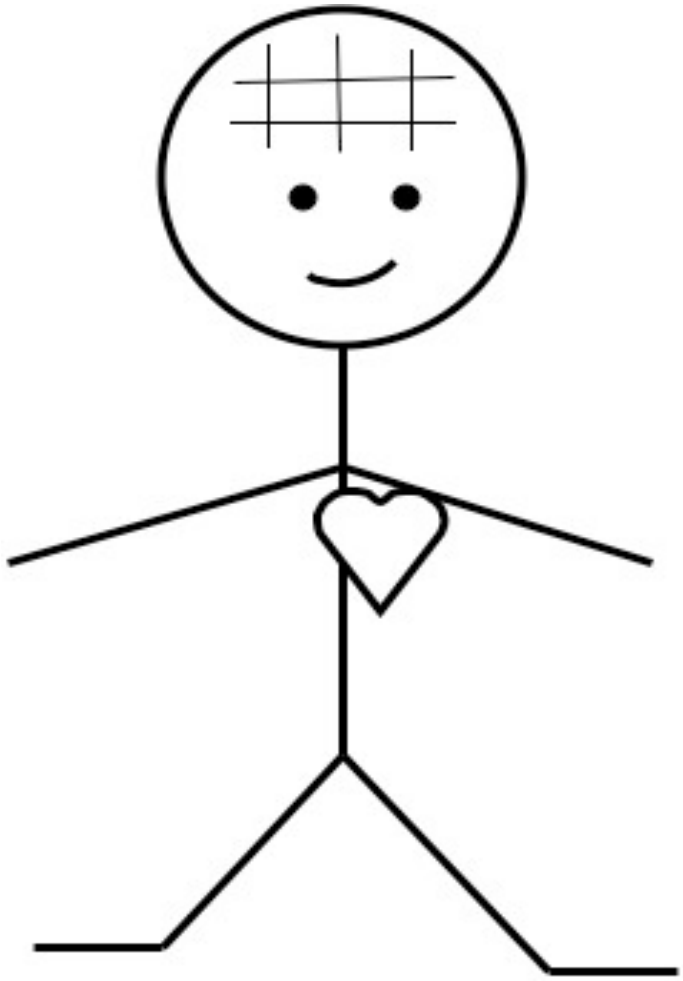
Fullerton Network

Inspire Educate Achieve



Differentiate to Make the Difference

This presentation is provided through the ASPIRE initiative of the Chicago Public Schools.

For these resources and more: http://teacher.depaul.edu

These resources were developed in part through the Chicago Teacher Collaborative
sponsored by the US Department of Education
Office of Special Education Programs.

HOPE!

"The future depends on what we do in the present." Mahatma Gandhi

This list is a resource you can use to start or expand your collection of inspiring sayings. Students can learn about shared wisdom across cultures as well as how to interpret images when they interpret these and other sayings.

1. If you wish to learn the highest truths, begin with the alphabet. (Japan)
2. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)
3. A book is a garden carried in the pocket. (Saudi Arabia)
4. He who does not know one thing knows another. (Kenya)
5. By learning you will teach, by teaching you will learn. (Latino)
6. All things at first appear difficult. (China)
7. To teach is also to learn. (Japan)
8. The habit of thinking is the habit of gaining strength. (*Nigeria*)
9. A gentle hand may lead even an elephant by a single hair. (Iran)
10. Do good, and don't worry to whom. (Mexico)
11. A clever person turns big troubles into little ones and little ones into none at all. (China)
12. Everyone is the age of her heart. (Guatemala)
13. You must be the change you wish to see in the world. (Mahatma Gandhi)
14. Beginning is easy; continuing is hard. (Japan)
15. When eating a fruit, think about who planted the tree. (Vietnam)
16. Life is a promise; fulfill it. (*Mother Teresa*)
17. It's not shameful not to know, but it's shameful not to ask. (*Azerbaijan*)
18. Learn about the future by looking at the past. (*Tamil*)
19. Do not look where you fell, but where you slipped. (*Tanzania*)
20. Fall seven times, stand up eight. (*Japan*)
21. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (*Colin Powell*)
22. Don't let yesterday use up too much of today. (*Cherokee*)
23. One of these days is none of these days. (*Traditional*)
24. A clever person turns big troubles into little ones and little ones into none at all. (China)
25. A little axe can cut down a big tree. (*Jamaica*)
26. One minute of patience can mean ten years of peace. (*Greece*)
27. It takes two to make the quarrel, but only one to end it. (*Nicaragua*)
28. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (*Dr. Martin Luther King, Jr.*)

Keep it simple, Smarty.

Check each strategy that would help <u>all</u> students learn.

- ❑ Chunk the content or skill into segments
- ❑ Teach with clear focus on one skill, strategy, or topic at a time.
- ❑ Model the strategy—think out loud.
- ❑ Scaffold Learning with:
- ❑ Clear directions that you explain and post
- ❑ Step-by-step activities
- ❑ Student learning “organizers”—activity guides for students to complete
- ❑ Student learning “partners”
- ❑ Diversify assessment with a variety of ways for students to demonstrate learning
- ❑ Frequently check and respond to student learning
- ❑ Explain directions and give concrete examples
- ❑ Maintain frequent eye contact
- ❑ Give verbal directions in clearly stated steps
- ❑ Test one concept at a time
- ❑ Walk by student’s desk to check for accuracy and on task behaviors
- ❑ Write assignments and give verbal instructions
- ❑ Provide visual aids
- ❑ Give simple directions with written examples
- ❑ Ask student to explain what you said in his/her own words
- ❑ Reinforce previously mastered skills

Solve Learning Problems

Usually, the obstacle is not one isolated skill—the student has a learning limit.
Figure out ways to respond to student learning needs that affect more than one subject.

Problem	Solutions
Student has difficulty staying on task.	1. Ask student to restate directions 2. Write directions on board. 3. Students work in pairs.
Student cannot work independently.	
Student is not interested.	

KEEP IT CLEAR

Word	Meaning	Example
content *(as used in the Carol Tomlinson structure)*		
accommodate		
modify		
scaffold		
standard		
assess		

B1: Differentiation strategies: content, process and product

Chicago Public Schools Office of Teaching and Learning
http://www.chicagoteachingandlearning.org/tl-cross-content/cps-rti-toolkita-guide-to-implementation/b-high-quality-instruction.html

Lesson Variable	Example Differentiation Strategies
Content What knowledge or skills do students need to learn?	• Meeting with small groups to re visit an idea or skill for struggling learners or to extend the learning of advanced learners • Compacting lessons to focus only on what students need to know based on pre-assessments and individual learning profiles • Supporting background context through scaffolding to help students work and learn at their current zone of proximal development and move up to grade-level expectations • Varying levels of spelling and/or vocabulary lists • Providing multiple examples of content (ex. different examples of ways to identify seeds) • Highlighting critical information (e.g. reiterating broad concepts both orally and through other media, utilizing graphic organizers) • Monitoring student understanding of critical information throughout the lesson with frequent checks for understanding
Process In what activities will the student engage in order to access, make sense of, and master the content?	• Presenting content through multiple media and formats (e.g. auditory and visual means, computer access, text materials on tape, handouts) • Using reading materials at varying reading levels • Developing guided notes for students to follow along with during lessons • Providing opportunities to practice with support in small groups, pairs, or independently • Pairing students (with the same or different reading/readiness levels) • Varying activity questions based on previous learning and abilities • Modeling/explaining multiple process examples (e.g. different examples of how students can find appropriate texts to complete the assignment) • Planning the most complex learning activity first (one that would challenge the most advanced learner in the class) then modifying that activity for students at lower levels • Using tiered activities through which all learners work with the same important content, but proceed with different levels of support, challenge, or complexity • Using small group activities/stations to target individual/small group areas of need or enrichment • Providing interest stations that encourage students to explore subsets of the class topic of particular interest to them • Offering on-going, relevant feedback during guided and independent practice • Developing task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners; can be completed during the lesson or as students complete other work early • Offering manipulatives or other hands-on supports • Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage advanced learners to pursue a topic in greater depth
Product What culminating projects do students need to complete in order to show what they have learned?	• Giving students options of how to express their learning in multiple ways (e.g. create a skit, write a letter, develop a 3-D model) • Varying questions based on previous learning, interest, and abilities • Using rubrics that match and extend students' varied skills levels • Allowing students to work alone or in small groups on their products • Encouraging students to create their own product assignments that meet required expectations

A CLEAR WAY OF THINKING ABOUT DIFFERENTIATION

Carol Tomlinson Elements of Instruction

√ What to teach—Content

√ How to learn--Process

√ How to assess--Product

Content:	
Process:	
Product:	

Teach Strategically

Differentiation Strategies--The following list was compiled based on IES What Works studies and is included in Powerful Practices for High Performing Special Educators (Roberta C. Kaufman and Robert W. Wandberg, editors, Corwin Press, 2010).

- ☐ Cooperative Learning -- Students work as a team to accomplish a task
- ☐ Curriculum-Based Probes -- Student performance of skills that are timed and then charted to reflect growth
- ☐ Direct Teaching of Vocabulary--Specific vocabulary instruction using a variety of activities that hold attention
- ☐ Explicit Timing--Timing of seatwork to increase proficiency
- ☐ Graphic Organizers -- Visual display of information to structure concepts and ideas
- ☐ Peer Tutoring--Pairing students, with one trained to tutor the other
- ☐ Preassessment Organization Strategies --Use of specific practices designed to reinforce student's recall of content
- ☐ Reciprocal Peer Tutoring --Pairing students who then select a team goal and tutor each other
- ☐ Specific Informal Assessments --Use of a variety of methods including questioning for retention
- ☐ Teacher Think-Alouds--Explicit steps are modeled out loud in order to develop steps in problem solving processes
- ☐ Using Short Segments to Teach Vocabulary--Short time segments are used to teach vocabulary through listening, speaking, reading, and writing
- ☐ Using Response Cards During Instruction--Students write brief answers to teacher questions and hold them up so teacher can review answers

My Strategy Guide—Ways to Scaffold, Engage and Advance Learning

Developed through the ASPIRE Initiative of the Chicago Public Schools

Powerful Practices	**Teaching Strategies**	**Diverse Student Activities/Assessments**
❑ Graphic Organizers ❑ Cooperative Learning ❑ Using short segments of passages to teach vocabulary in context/writing ❑ Specific Informal Assessment ❑ Curriculum-Based "probes" to clarify thinking ❑ Reciprocal Peer Tutoring ❑ Explicit Timing ❑ Teacher Think-Alouds ❑ Peer Tutoring ❑ Using Response Cards During Instruction Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.	❑ model ❑ students demonstrate ❑ clear directions ❑ explicit objective ❑ illustrated word wall ❑ check for understanding daily ❑ week synthesis ❑ check daily for understanding ❑ work with pairs and small groups ❑ gradual release of responsibility ❑ ask challenging questions ❑ scaffold student learning progress to independence ❑ use differentiated assessments ❑ point out punctuation in context ❑ "fold-a-books" ❑ model writing with "mentor" texts	❑ write __letter __poem __article __story ❑ draw/write about music ❑ "read" paintings ❑ act out a story or history ❑ invent a game ❑ modify a story ❑ outline, write, illustrate a topic booklet ❑ make problem-solving guide ❑ build models ❑ create museum-like displays ❑ make portfolios ❑ present topics ❑ debate ❑ write songs ❑ Summarize today's learning with an example ❑ word and number games ❑ make picture glossary

ENRICHMENT AND ACCOMMODATIONS for Individual Students

Student	Enrichment/Accommodations

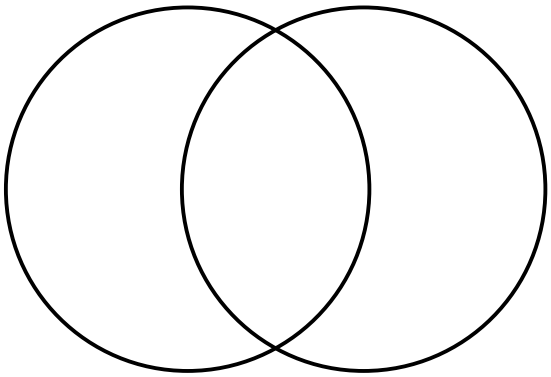
Teach Strategically

A graphic organizer is an open question.
It helps clarify students' thinking—and identify knowledge or thinking gaps.

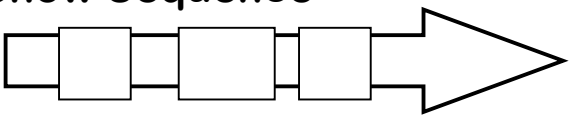
Classify and Clarify

Category	Category

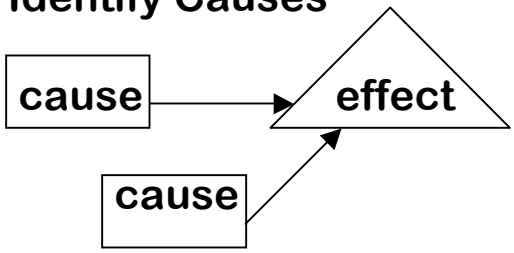
Compare and Contrast



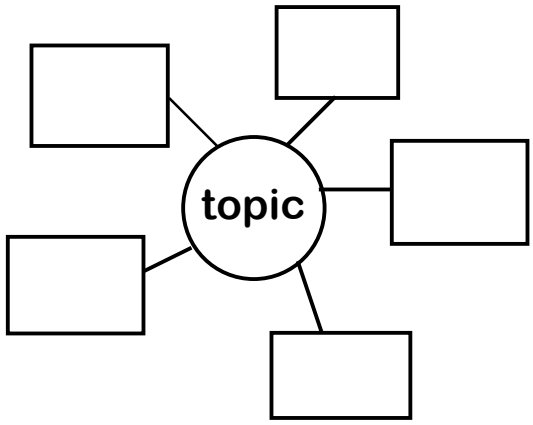
Show Sequence



Identify Causes and Effects

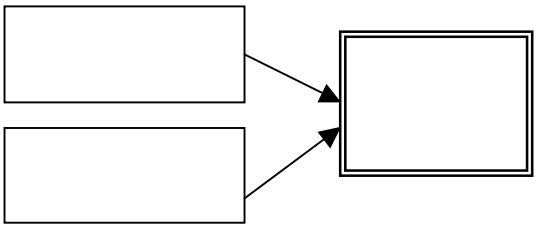


Organize Information

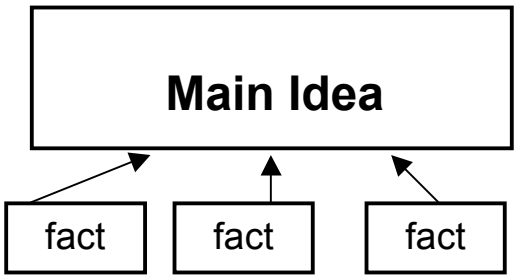


Show Inferences

information → *inference*



Infer and Support Ideas



Assess to Advance

What do teachers do when the student doesn't "get it"?

Problem Locators Ways to Identify Needs	Problem Solvers Ways to Support Greater Learning
1. Students respond to open-ended questions. 2. Students answer multiple choice question and explain the reason for the choice. 3. Students complete a graphic organizer. 4. Students write explanations of how to use a skill. 5. Students write daily response about what they learn. 6. Students write weekly summary of what they learn. 7. Students make a booklet/short report on what they learn. 8. _____ 9. _____ 10. _____	1. Peer coach. 2. Teacher models, step by step. 3. Students model. 4. Give clear written steps to follow 5. Give examples—more than 1. 6. Students work in pairs. 7. "break down" the content or skill—break it into smaller parts using task analysis 8. Partially complete a graphic organizer. 9. _____ 10. _____ 11. _____

FOURTH GRADE MATH PRIORITIES

for other grades go to http://teacher.depaul.edu

Priorities identified through the ISBE ISAT online resources and CPS Learning Targets
Smaller size type indicates math developed during 3rd grade and extended in 4th.

Problem Solving
Students need to be able to…

- ❑ *solve problems in each of these areas of math.*
- ❑ *Solve problems using number relationships*
- ❑ *Use ratios to describe problem situations*
- ❑ *show the steps they take*
- ❑ *explain the reasons for their choices of strategies.*

Problem-Solving Strategies

__make a model
__see if it will take just one step to solve it or more steps
__guess, check, then correct if I need to
__look for a pattern
__draw a picture or diagram
__figure out what information I need
__make a graph
__make a list of operations to do

number sense and operations

❑ addition	❑ base-ten number system
❑ compare	❑ decimal point
❑ decimals	❑ denominator
❑ division	❑ equals
❑ equivalent forms of simple fractions	❑ equivalent representations of fractions and decimals
❑ estimate	❑ estimation
❑ fractions	❑ greater than
❑ less than	❑ monetary units
❑ multiplication	❑ number line
❑ numerator	❑ ordered pairs
❑ place value	❑ repeating
❑ representations of numbers to 1 million	❑ subtraction
❑ sum	❑ total
❑ unit	❑ value

measurement

❑ angles	❑ area
❑ capacity/volume	❑ Celsius, Fahrenheit
❑ elapsed time	❑ estimate
❑ gallon	❑ gram
❑ height	❑ inch
❑ inch, foot, yard	❑ kilogram
❑ kilometer	❑ length
❑ mass/weight	❑ money
❑ non-standard unit	❑ ounce, pound
❑ perimeter	❑ time
❑ yard	❑

data analysis and probability

❑ chart	❑ circle graph
❑ graph	❑ line graph
❑ mean/average	❑ median
❑ mode	❑ pattern
❑ probability and counting principles	❑ table
❑ tally, tally chart	❑ Venn diagram

geometry

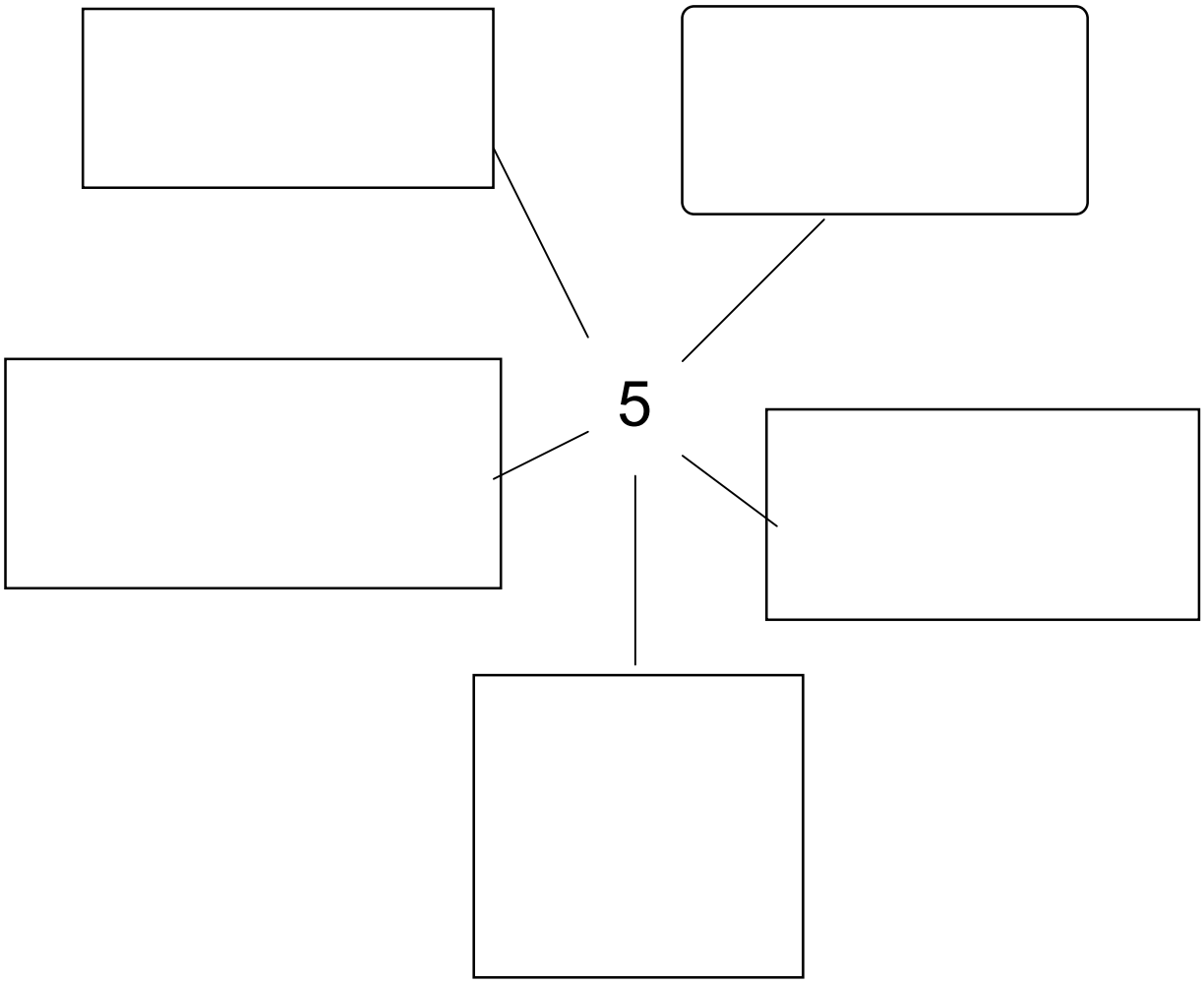
❑ 2-dimensional properties	❑ 2-dimensional shapes
❑ 3-dimensional properties	❑ 3-dimensional shapes
❑ congruence	❑ coordinate system
❑ hexagon	❑ lines of symmetry
❑ parallel	❑ polygon
❑ rectangle	❑ reflection/flips
❑ rotations/turns	❑ translation/slides
❑ vertex	

Algebra/algebraic thinking

- ❑ comparison problems
- ❑ equations
- ❑ number sentences
- ❑ pattern problems
- ❑ represent mathematical situations using words, tables, graphs

Five Ways to Make a Five

Use the operations you know to show how to make a 5.



This Week's Math

Topic: _____
(Write what the focus of the work this week was.)

What are some important words to know when thinking about this math topic?
There are three columns. If the word also can be shown as a symbol, put that symbol in the third column.

Word	What It Means	My Example

What's important to know about this math topic?

_____

_____

_____

_____

Problem Solvers Start with Strategic Thinking

Common Core Math Practice Standard 1:

Make sense of problems and solve them persistently.

Complete this chart. Then solve the problem.

What is the question asking me to figure out?	
What information do I need to solve it?	
What strategy will I use to solve it?	

MATH PROBLEM SOLVING GUIDE

Guide designed for a project sponsored by the Institute for Education Sciences, US Department of Education.
Systematic use of this assessment resulted in significant gains in math achievement at grades 5-8.

1. **What will you figure out?**	
2. **How** will you solve the problem?	
3. What **information** will you use?	
4**. Estimate** the answer.	

and persevere in solving them.

5. Solve it here. If you need more space use the back of the page.

6. What is your **answer**?	
7. Tell **what you did**.	
8. Tell **<u>why</u>** you solved it ***<u>this way</u>*.**	

Math Problems for Grades 3-8 Adapted from NAEP

Based on problems from the National Assessment of Educational Progress 2007 and 2009 assessment of mathematics. For complete NAEP information and additional problems, go to http://nces.ed.gov/nationsreportcard/.

Select the problem for your grade. Then use the Math Scaffold to solve it.

3rd Grade

Michelle has a container with 3 quarts of juice. She pours 1 cup of juice for each person. At most, how many people can she serve? (1 quart = 4 cups)

4th Grade

There are 6 cubes of the same size in a jar. 2 cubes are yellow. 3 cubes are red. 1 cube is blue. Chuck is going to pick one cube without looking.
Which color is he most likely to pick? What is the probability of this color being picked?

5th Grade

Mark's room is 12 feet wide and 15 feet long. Mark wants to cover the floor with carpet. How many square feet of carpet does he need? Answer: _____ square feet

The carpet costs $2.60 per square foot. How much will the carpet cost?

Answer: $ _____

6th Grade

Five classes are going on a bus trip and each class has 21 students. If each bus holds only 40 students, how many buses are needed for the trip?

7th Grade

The manager of a company has to order new engines for its delivery trucks after the trucks have been driven 150,000 miles. One of the delivery trucks currently has 119,866 miles on it. This truck has the same delivery route each week and is driven an average of 40,000 miles each year. At this rate, the manager should expect this truck to reach 150,000 miles in approximately how many months?

8th Grade

How many square tiles, 5 inches on a side, does it take to cover a rectangular area that is 50 inches wide and 100 inches long?

MATH SCAFFOLD

Common Core Math Practice Standard 1: *Make sense of problems and solve them persistently.*

1. **What are you going to figure out?**	
2. **How** will you solve the problem?	
3. What **information** will you use?	

4. Solve it here. If you need more space use the back of the page.

5. What is your **answer**?	
6. How did you get it? Tell **what you did**.	
7. Tell **why** you solved it *this way*.	

This guide was developed through funding from the Institute for Education Sciences, US Department of Education

Differentiate Instruction AND Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

Teach Explicitly	*Teach and **Assess** Diversely Assessment if done **independently***
Word Knowledge T: Display words and pictures by patterns and topic	❑ Draw pictures to show what words mean. ❑ Match words/pictures pictures/words. ❑ Chart word patterns. ❑ Make alphabet chart or book. ❑ Write sentence with word. ❑ Choose word to complete sentence. ❑ Make/complete grammar chart rule and example.
Strategic Reading *Reading Transfer:* T: Read to, read with students Think out loud—explain the strategies you use as you read S: Re-read to find out more. *PQROST:* T: Preview; ask BIG question S: Read, organize, show, tell	❑ Think out loud. ❑ List what's important ❑ Ask yourself questions as you read ❑ Apply the same strategy to different sections or texts. ❑ Draw pictures of: characters, setting, event. ❑ Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. ❑ Answer multiple choice question; explain your choice. ❑ Write or match sentences that describe or explain _____. ❑ Infer characteristics, motives, prior actions, next action. ❑ Summarize. ❑ Identify the main idea, give examples. ❑ Dramatize the story or history ❑ Write the next part. ❑ Write note to or from someone who "was there".
Math T: Demonstrate math T: Post vocabulary and example/picture	❑ Draw the problem and solution ❑ Act out the problem and solution ❑ Write math—examples, explanations, "Math Path". ❑ Make up math problems. ❑ Make math glossary. ❑ Write a math guide
Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas	❑ List important words, add pictures. ❑ List information about one category. ❑ Draw pictures that show facts about this topic. ❑ Complete graphic organizers. ❑ Give facts that support an idea. ❑ Identify or choose an idea that facts support. ❑ Write and/or draw about a topic.
Writing T: Do a "write aloud" ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.	❑ Work on one kind of writing at a time. ❑ Focus on one criterion for good writing at a time. ❑ Edit writing for that one focus. ❑ Illustrate your own writing. ❑ Make punctuation posters

in the Layered Curriculum everyone learns

Example: Biology

The Chunk: Structure and function of a cell.

Exemplary
Make a booklet for elementary students explaining the cell. Include a glossary and illustrations.

Capable
Make a diagram of a cell and write a paragraph about each part.

Essential
Label the parts of a cell and note role of each part.

Example: Language Arts/English

The Chunk: Elements of a story: plot, setting, character

Exemplary
Use the elements of a story to make one up.

Capable
Read a story. Complete this chart:

Setting	Characters	Plot/Events

Essential
Listen to story.
Draw pictures that show: who was in the story; what they did; where it took place.

This Little Light of Mine	**Este Pequeño Lucero Mío** Translation by Arturo Romero
This little light of mine, I'm going to let it shine.	Este pequeño lucero mío, Voy a permitir su brillo.
This little light of mine, I'm going to let it shine.	Este pequeño lucero mío, Voy a permitir su brillo.
This little light of mine, I'm going to let it shine.	Este pequeño lucero mío, Voy a permitir su brillo.
Let it shine, let it shine, let it shine.	Permitir su brillo, permitir su brillo, permitir su brillo.
All over my school, I'm going to let it shine.	En todo mi escuela, Voy a permitir su brillo.
All over my school, I'm going to let it shine.	En todo mi escuela, Voy a permitir su brillo.
All over my school, I'm going to let it shine.	En todo mi escuela, Voy a permitir su brillo.
Let it shine, let it shine, let it shine.	Permitir su brillo, permitir su brillo, permitir su brillo.

Song Reader ***Lector de Canciones***

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Find a sentence in which words mean more than the literal definition. What do you infer that sentence means?
  Encuentre una oración en que las palabras significan más que las definiciones literales. ¿Qué deduces la oración significa?

- What is the main idea of the song?
  ¿Qué es la idea central de la canción?

- What techniques did the writer use to get the idea across?
  ¿Qué técnicas usó el autor para expresar la idea?

- How does the writer feel about the topic of the song? Why do you think so?
  ¿Cómo siente el autor sobre el tema de la canción? ¿Por qué piensas?

Song Writer ***Escritor de Canciones***

- Write the next part of the song. *Escribe el próximo parte de la canción.*

I've Got Peace Like a River

I've got peace like a river in my soul
I've got a river in my soul

I've got joy like a fountain in my soul
I've got a fountain in my soul

I've got love like an ocean in my soul
I've got an ocean in my soul

Song Reader
ILS 2A: I can interpret the literature of a culture or era.

- What is the main idea of the song?

- What techniques did the writer use to get the idea across?

- This song is part of the heritage of African Americans. What do you learn about values of African Americans from this song? Explain what you think and why.

He Had His Dream

Paul Laurence Dunbar (1872-1906)

He had his dream, and all through life,
Worked up to it through toil and strife.
Afloat fore'er before his eyes,
It colored for him all his skies:
The storm-cloud dark
Above his bark,
The calm and listless vault of blue
Took on its hopeful hue,
It tinctured every passing beam--
He had his dream.

He labored hard and failed at last,
His sails too weak to bear the blast,
The raging tempests tore away
And sent his beating bark astray.
But what cared he
For wind or sea!
He said, "The tempest will be short,
My bark will come to port."
He saw through every cloud a gleam--
He had his dream.

El Tenía su Sueño

Paul Laurence Dunbar (1872-1906)
Translation by Arturo Romero

El tenía su sueño, y a lo largo de su vida,
Trabajó con esmero y superando caida.
A flote para siempre ante su vista,
Esto iluminó todos sus días:
La nube de tormenta sombría
Sobre su barca.
La calma y el obscuro sepulcro del azul
Tomaron su esperanza entintada,
Colorearon cada rayo pasajero,
El tenía su sueño.

El laboró con empeño y al final falló,
Sus velas débiles sucumbieron al estallo,
Las violentas tormentas destrozaron
Y mandaron su abatida barca a lo extraño.
Pero que le podía angustiar
¡Pór viento y mar!
El dijo, “La tempestad será corta,
Mi barca llegará a la costa.”
El vio a travez de cada nube un destello --
El tenía su sueño.

Poem Reader

1. Most poets use words to mean more than just their literal meaning. Find a line in the poem in which the poet uses words to mean more than the literal definition. State what the words mean literally in your own words. Then tell what they mean in this poem.

2. What is the main idea of the poem?

3. What techniques did the poet use to get the idea across?

4. How does the poet feel about the topic of the poem?

Locate the Problem 

Identify Causes 

RESPOND STRATEGICALLY ☐

Problem	Causes	Strategic Responses
...misreads question—answer has no relationship to question.		☐ ☐
... reads quickly without comprehension—cannot retell story.		☐ ☐
...does not "get" the theme or lesson of a story—gives the title instead.		☐ ☐
...lists facts not ideas when summarizing nonfiction.		☐ ☐
		☐ ☐

MAKE THINKING CLEAR

KEY IDEAS

CCSS Anchor Reading Standard 2. **Determine central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.

details

CCSS Anchor Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

CCSS Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; **summarize the key supporting details and ideas.**

CRAFT AND STRUCTURE

Anchor Standard 5. **Analyze the structure of texts**, including how **specific sentences, paragraphs, and larger parts of the text** (e.g., a section, chapter, scene, or stanza) **relate to each other and the whole.**

Core Priorities: Literacy Standards for Fourth Grade

READING LITERATURE	READING NONFICTION
KEY IDEAS AND DETAILS	***KEY IDEAS AND DETAILS***
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CRAFT AND STRUCTURE	***CRAFT AND STRUCTURE***
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
INTEGRATION OF KNOWLEDGE AND IDEAS	***INTEGRATION OF KNOWLEDGE AND IDEAS***
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE AND LEVEL OF TEXT COMPLEXITY	***RANGE AND LEVEL OF TEXT COMPLEXITY***
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assess Informatively

CCSS Anchor Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.
Students write/draw in boxes. Box 1: 5 important words from the paragraph; box 2: most important fact in your own words; ox 3 draw a picture or diagram that shows what it means; box 4: what do you think scientists will try to figure out next about the solar system?

When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw. So they kept looking to learn more. That is what scientists do. They ask questions and look for information to answer their questions.

1

Scientists have learned about our planet. Earth is a planet. Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy. Our galaxy holds millions of other stars. The sun is very important to our planet. The sun gives us light during the day. It gives us heat, too. Two other planets are closer to the sun than Earth: Mercury and Venus.

2

Earth orbits the sun once each year. It travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. All travel in a pattern called an ellipse, which is a kind of oval. So at times earth is farther from the sun. Scientists figured out that made it cooler on Earth then. But they also figured out it is the tilt of the earth's axis, however, that has the greatest effect on temperatures.

3

Scientists figured out how the Earth changes. Scientists are still learning about our galaxy. There is much to discover.

4

What is the main idea of this passage?

I Can Analyze Author's Techniques *ILS2A*

Do this independently as an assessment. Do this collaboratively as a learning activity.

Story_____

The Story	The Author's Techniques
The Setting *What kind of place is it?*	*What details does the author use to show you that?*
The Plot *What happens at the beginning?*	*Why does the author start with that event?*
The Plot *What is the most important event?*	*How does the author help you understand that is important?*
The Mood—how the story makes you feel.	*What words does the author use to make that mood clear?*
The Character *Choose one and tell about the character.*	*How does the author show you that about the character—what actions or descriptions tell you that?*
Voice—who tells the story?	*Why do you think the author wrote it this way?*

Ask COMPREHENSIVE Questions — FICTION

I can analyze, infer and summarize when I read a story ILS1BC
CCSS Anchor Reading Standard 2. **Determine central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.

Title of the Story: _____

2. **Identify Sequence:** What happened at the end?

_____

3. **Infer Character Traits:** Name one character in the story.

_____

What is one trait you **infer** that character has? _____

Give evidence: Explain why you think that character has that character trait?

_____

4. **Identify Action:** What is something that character does?

_____

Infer Motive: Why do you think that character does that—what is the reason?

_____

5. **Summarize** the story. Write your summary on these lines.

_____

_____

_____

_____

6. **Infer the main idea or lesson**: What is the main idea or lesson of the story?

_____

Why do you think that is the main idea or lesson?

_____

_____

Your View: What did you like about the way the writer told the story?

My Learning Progress Name: _____

Each day write one sentence that tells what you learned that you think is most important. Then on Friday summarize your learning.

This Week's Focus: _____

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	*Write a paragraph that summarizes what you have learned.*

THIS WEEK'S SCIENCE

ILS 5A I can identify words and information important to a topic and use them to write about it.

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Do this independently as an assessment. Do this collaboratively as a learning activity.

TOPIC: _____

What are five words that are important to understanding this topic?

Word	What It Means

What are the most important facts you learned about it?

_____

_____

_____

_____

_____

_____

_____

_____

Use your facts and words to write about this topic. Explain it with examples.

Show and Tell Thinking: History

ILS 5A: I can organize information to explain an event in history.

CCSS Anchor Reading Standard 2. **Determine central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Show three important parts of the history you are learning. *Write a label for each part.*

the Place

a person

the event

Write the main idea here.

Then write more on another page. Tell why this history is important for people to know.

PLAN INCLUSIVELY: *Expand Parent Involvement*

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent "open house" at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use "Family Math" or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student's progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*

  Monday: Draw pictures to show what you read today.
  Tuesday: Use this week's math skill to solve problems you make up.
  Wednesday: Make up questions about this week's content.
  Thursday: Write about this week's content topic.
  Friday: Make a quiz about what you learned this week.

- ✓ Send home outlines for parents to use to write books with their children. See "My Family History Book" for an example. (http://teacher.depaul.edu)

Note your own parent involvement plans here:

ISAT PLUS RESOURCES

With only 4 weeks to ISAT, there is not much time to prepare for 2012,
but 2013 is coming.

Think ahead.
These resources can be used in February plus
—planning ahead for fourth quarter/2013 ISAT.

Specifications, guides, and resources
for all grades – including EXPLORE for 8th Grade
--are available at

http://teacher.depaul.edu

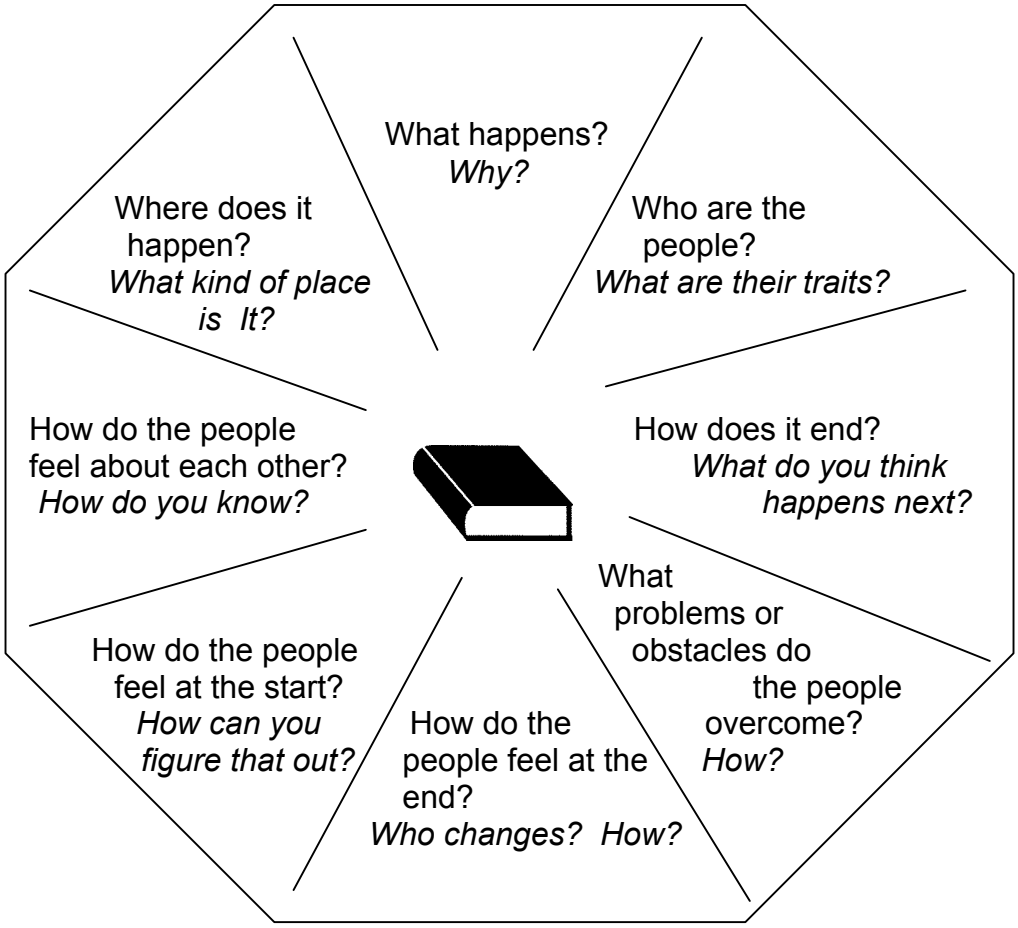
READ THOUGHTFULLY, then THINK MORE!

ILS1B Apply Reading Strategies and Skills to improve understanding and fluency

Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

READ THOUGHTFULLY.

The following diagram includes standards-based questions.
They are good questions to ask about any story—even stories on TV!
Choose a story. Read it and talk about answers to these questions.



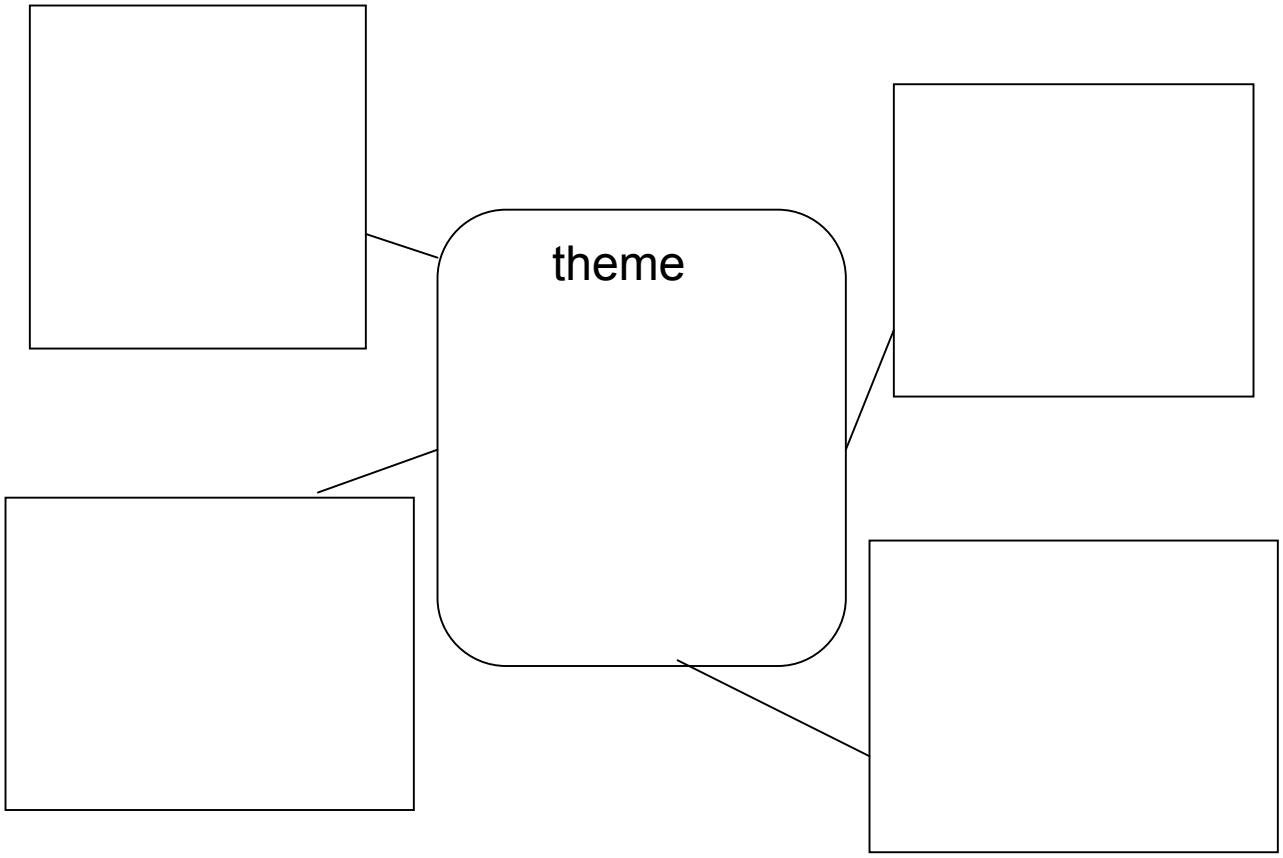
CREATE!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events.
- Write a letter that someone in the story might have written.
- Choose music that the characters would like.
- Create the cartoon version.
- Tell about what might have happened before the story started.
- Tell what you think will happen next.
- Turn it into a play.
  - > List the events and characters. Note the characters' traits.
  - > Figure out the message or theme of the story. Then write the dialogue.

To exceed on ISAT, students need to think when they read—a math problem, a poem, a story. Make the COMMON CORE Connection—emphasize big thinking.

Think BIG: Identify and Support the Theme of a Story

ILS 1C: I can identify and support a theme.
CCSS Reading Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



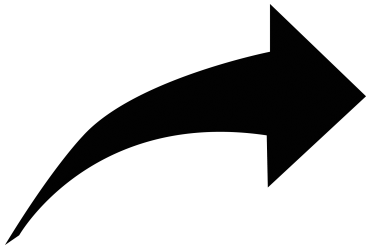
Think it through.

The theme of a story is a way of thinking about the whole story.
You can start with the theme or start with important parts of the story and then write the theme.
Write words or draw pictures that show parts of the story that the writer uses to communicate the theme.

Read Skillfully then Write about Fiction and Nonfiction

READING SKILL ILS1B Use Strategies ILS1C Comprehend Different Kinds of Texts	**Read then WRITE about fiction** ILS1B Analyze Texts ILS3B Write Clearly	**Read then WRITE about nonfiction** ILS1A Expand Vocabulary ILS5A Locate, organize information ILS3B Write Clearly
Describe and analyze character and plot	Read a story. *Write a paragraph about one character.* *Tell one trait of that character.* *Tell how that person's actions show that trait.* *Tell how that person's action is part of what happens in the story.*	Read about an event. *Write a paragraph about one person.* *Tell one trait of that person.* *Tell how that person's actions show that trait.* *Tell how that person's action is part of what happens in the event..*
Analyze and infer motives for actions, causes of effects— problem and solution	Read a story. *Write to tell:* ✓ Who took an important action? ✓ What was the action? ✓ Why? ✓ What happened because of that action?	Read about a real event. ✓ Who took an important action? ✓ What was the action? ✓ Why? ✓ How did that affect people?
Summarize	Read a story. *Write a summary.* ✓ *What was the problem?* ✓ *Who was in the story?* ✓ *How did they solve the problem?*	Read about any real event. *Write a summary about it.* ✓ *The event* ✓ *What caused it* ✓ *Who was involved* ✓ *How it ended*
Compare and contrast a story with another story or an experience.	Read a story. *Extended Response: compare and contrast one story with another.*	Read about a real event. *Extended Response:* *Tell how it is like a story you have read or another event.*
Infer the main idea and identify supporting examples.	Read a story. *Write to explain what you think the main idea of a story is. What do you think the writer wanted you to understand? Tell examples that support the idea.*	Read about a topic. *Tell what the main idea is. Then write a paragraph about it. Tell the main idea. Tell information that supports that idea.*

ISAT Essentials



Core Priorities for Grade 3

Center for Urban Education
http://teacher.depaul.edu

This guide includes test specifications from ISBE. Those specifications and additional ISAT preparation materials are available at isbe.net.

3rd Grade READING Priorities

Vocabulary Challenges—Determine word meaning—base, affix, context

Vocabulary Questions—Stems based on ISAT samples
What does ____ mean in this sentence from the passage?
What is the base word for ____?
What does ____ mean when you add the prefix re to it?
What means the opposite of ____?
What does the word ____ mean in this sentence from the passage?
What is the base word for ____?
What best describes the meaning of ____?
What means the opposite of ____?
What does the word ____ mean in this sentence from the passage?
How does the prefix dis change the meaning of this word?

Interpret Poems
Challenging Questions Based on ISAT Samples
What is the main idea of the poem?
What is the main idea of the poem?
What is a synonym for _____?
What word means the opposite of _____?
What words help you understand the main idea of the poem?
How did the poet help you "see" what the poem is about?

Fiction

Analyze questions
—what kind of question is it; how do I answer it?
—how do I choose the best answer?

- ❑ *Infer meaning of word from **context***
- ❑ *Infer **cause-effect, motive, predictions***
- ❑ ***Summarize***
- ❑ *Infer the **Main Idea** of a story or fable*
- ❑ *Analyze genre*
- ❑ *Identify/infer cause-effect*
- ❑ *compare/contrast*
- ❑ *Infer: character, setting, plot, motive, prediction, main idea/theme, meaning of word from context*
- ❑ *Evaluate: author's techniques*

Challenging Questions Based on ISAT Samples

According to paragraph X, what is _____ doing?
According to the passage, what do …..?
How does the story end? What lesson do you think the writer was trying to explain with that ending?
This diagram shows …. What belongs in the empty box?
This story is mainly about a ___.
This story mainly tells_____.
What does ____ mean in this sentence from the passage?
What does the author mean in the sentence….?
What does the word ____ mean in this sentence from the passage?
What is the base word for ____?
What is the genre of _____?
What is the genre of this passage?
What means the opposite of ____?
What problem do they solve in this passage? How?
What problem takes place? What causes it?
What was the author's purpose in writing this passage?
What would be another good title for this passage?
Which of the following describes the correct order of the passage??
Which of these did the author use in this story? (techniques)
Why did __ do __? Why didn't ____?
Why didn't _____.?

Extended Response Examples from ISAT samples

What conclusions can someone draw about _____ based on this passage?
Example: What lesson can people learn from this story?
Explain how _____ are alike. Use information from the passage and your own ideas to support your answer.

Non-Fiction

Analyze questions and answers
—what kind of question is it; how do I answer it?
—how do I choose the most important information
—how do I choose the best answer?
❑*Infer meaning from context*
❑*Identify fact/opinion*
❑*Summarize—evaluate the information and decide what is important*
❑*Identify the Main Idea and identify supporting information*
❑*Identify the Main Idea and evaluate the importance of information to support it.*

Challenging Questions Based on ISAT Samples

According to the passage, what do …..?
According to the passage, which of these goes in the empty box (diagram or timeline)
This diagram shows …. What belongs in the empty box?
What best describes the meaning of ____?
What best describes the meaning of ____?
What does ____ mean in this sentence from the passage?
What does the author mean in the sentence….?
What does the word ____ mean in this sentence from the passage?
What is the base word for ____?
What is the best summary of the passage?
What is the genre of _____?
What is the genre of _____?
What means the opposite of ____?
What was the author's purpose in writing this passage?
What would be another good title for ____?
Which is the best summary of the passage?
Which of these is an opinion?
Which question does the article answer?
Why does the writer include this fact—what idea does it support?
You would most likely find an article like this in a book about—

THIRD GRADE MATH PRIORITIES

Priorities identified through the ISBE ISAT online resources and CPS Learning Targets
http://www.chicagoteachingandlearning.org/component/content/article/235-learning-targets.html

Problem Solving

Students need to be able to…

- ❑ solve problems in each of these areas of math.
- ❑ show the steps they take
- ❑ explain the reasons for their choices of strategies.

Math Content	Examples of Questions from ISAT Sample
number sense and operations ❑ addition ❑ base-ten number system ❑ decimals ❑ division ❑ equals ❑ equivalent forms of simple fractions ❑ estimation ❑ fractions ❑ monetary units ❑ multiplication ❑ number line ❑ ordered pairs ❑ place value ❑ repeating ❑ representations of numbers to 10,000 ❑ subtraction ❑ value ❑ whole numbers **symbols** Operations Equals Greater than Less than	Lee collected 489 rocks for his science project. Sue collected 100 fewer rocks than Lee. How many rocks did Su collect? Ed has 19 eggs. He has 2 empty egg cartons. Each carton can hold 12 eggs. How many more eggs does Ed need to fill the 2 egg cartons Which has 1/3 shaded? (circle graph) John buys 2 notebooks. Each notebook costs $1.80. John gives the clerk $5.00. How much changes does he get? A month ends on a Tuesday. On what day does the next month begin? Tom buys 5 toy cars. Each car costs $0.98. Which shows how much money Tom needs?
geometry ❑ 2-dimensional shapes ❑ 3-dimensional shapes ❑ congruence ❑ coordinate system ❑ hexagon ❑ lines of symmetry ❑ parallel ❑ polygon ❑ rectangle ❑ reflection/flips ❑ rotations/turns ❑ translation/slides ❑ vertex	What is the area of this figure? What is the perimeter of this square? How many sides does a hexagon have? Which has exactly one vertex? Which shows only a flip across the line? Which lines look parallel? Which shapes look congruent?

Math Content	Examples of Questions from ISAT Sample
algebra ❑ comparison problems ❑ equations ❑ number sentences ❑ pattern problems	Look at the pattern. 82, 88 94, ___, 106, 112. What is the missing number? What number goes in the box to make the number sentence true? What number goes in the box to make this number sentence true? 12 - ___ = 3.
measurement ❑ area ❑ capacity/volume ❑ Celsius, Fahrenheit ❑ elapsed time ❑ estimate ❑ inch, foot, yard ❑ length ❑ mass/weight ❑ money ❑ non-standard unit ❑ ounce, pound ❑ perimeter	Use your centimeter ruler. What is the length of this crayon in centimeters? How many oranges equal the same weight as one cube? What is the distance from point M to point N? (on a number line)
data analysis and probability ❑ chart ❑ circle graph ❑ graph ❑ line graph ❑ mean/average ❑ median ❑ mode ❑ probability and counting principles ❑ table ❑ tally, tally chart	What number pair shows the location of the square? A class votes for their favorite kinds of books. How many more students voted for books about adventures than books about sports? A class makes a chart about what kind of pets they have. The class has 24 students. How many students have a cat for a pet? The chart shows the shoe size for six students. What is the mode for the data in the chart? Dan will spin the arrow many times. The arrow is least likely to stop on ____. (Circle with colored sections and spinner.) Holly throws a penny in the air 100 times. The penny falls on the table each time. How many times will the penny probably show tails?

Challenging Questions ask students to think more.

GET IT

Answers start with information, but deep questions go farther.

Literal questions ask you to find or remember an answer in the information provided.

➡ When? ➡ Where?	➡ What? ➡ Who?	➡ Define _____. ➡ List the _____.

GET IT CLEAR

Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

⇨ Classify _____. ⇨ Give an example of _____. ⇨ Give the opposite of ____.	⇨Compare: how is_ like__? Contrast: How is__ different from __? ⇨ In what sequence did ____happen?	⇨ Explain how ___ works ⇨ Use a time-line, chart, diagram, graph, or map to explain ____.

THINK MORE

Inferential questions ask you to make an educated guess—to think about and beyond the information given.

↗ Predict what will happen when ____. ↗ What is the main idea of _____. ↗ What does this word mean in this context?	↗ What might have caused this change? ↗ If ___ changed, what would happen? ↗ Which person might have said this?	↗ What is a good title for this? ↗ What is the missing part? ↗ What was the author's point of view?

THINK IT THROUGH

Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

➲ What are the important facts? ➲ What makes person important? ➲ Is this fact or opinion?	➲ Which is the best answer? Why? ➲ Give and justify your opinion on ___.	➲ Why do you make this choice? ➲ What is your evidence? ➲ Which is the most important event? Why?

GET IT TOGETHER AND GET IT ACROSS

Synthesis questions ask you to think about what you knew and what you read.

The Extended Response asks: What do you think?

Include information from the passage and your own ideas.

ASSESS TO ADVANCE: MATH PROGRESS PLANNER

KNOW WHAT: Math Facts

Teach Clearly—and Respond to Learning Difficulties	How to assess	Ways to help students learn more
❑ Post math words and symbols with pictures/examples ❑ "Practice Pack"—students make their own facts on small pieces of paper, match them with words and examples—take it home to practice. ❑ "Math Fact of the Day" ❑ Fact "Bingo" ❑ Act out the facts	Complete a fact chart. Answer question with correct fact. Match fact with question (as in Jeopardy) Make a glossary chart.	Students write math fact booklets. Students use math facts to create an exhibit. Students write math fact songs and poems.

KNOW HOW: Math Processes

Teach Clearly—and Respond to Learning Difficulties	How to assess	Ways to help students learn more
Build these practices into your lessons so you can move to column 3—exceed. ❑ Teacher "Thinks out loud" ❑ Model different ways to solve same problem ❑ Peer coach ❑ Student models problem solving ❑ Learning "partner" ❑ Work in groups ❑ Post example ❑ Post a path—steps to follow ❑ "Math Smart Pack"—practice with cards that hold numbers and symbols. ❑ Draw the problem ❑ Start with simpler problem, build in more challenges.	Solve problem correctly, circle answer. Answer multiple choice question, explain why you chose answer. Write steps to solve the problem. Daily Math Journal	Students make math guides. Students present math "models" Students make their own math problems and give to each other to solve.

Structure Progressive Lessons

WORK ACROSS THE WEEK

Take the Gradual Release Across the Week

The Teaching/Learning Path

This sequence can structure a learning week.

Monday **Preview Model Interest**	***Tuesday*** **Model and GUIDE**	***Wednesday*** **GUIDE and go farther**	***Thursday*** **ASSESS and Clarify**	***Friday*** **Fix Go Deeper Finish well**
Teacher Models *Students begin.*	*Teacher Leads* *Students go farther.*	*Teacher guides* *Students get clearer*	*Students demonstrate/ apply* *Teacher clarifies and extends*	*Students complete with independence.* *Teacher guides students needing additional development.*

Structure Progress toward Greater Abilities

Outcome: What will students know better/do better?

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Common Core 3rd grade literature standard 3)

Outcome: *I can infer character traits and relate them to actions.*

<table>
<tr><th>Monday
Preview
Model
Interest</th><th>Tuesday
Model and
GUIDE</th><th>Wednesday
GUIDE and go farther</th><th>Thursday
ASSESS
and
Clarify</th><th>Friday
Fix
Go Deeper
Finish well</th></tr>
<tr>
<td>T: Read part of passage aloud.

S: Draw 1 character, give picture to another student.

S: Infer who is pictured and tell a trait the picture shows.</td>
<td>T: Tells how traits relate to actions—with examples.

S: Read passage, choose person, chart trait and evidence—what action shows trait.
Person:

<table><tr><td>Trait</td><td>Action</td></tr><tr><td></td><td></td></tr></table></td>
<td>T: Explain that motive is a reason—relates to traits—with example from real life.

S: Read more, make chart for a person—

Person:

<table><tr><td>Trait</td><td>Action</td><td>motive</td></tr><tr><td></td><td></td><td></td></tr></table></td>
<td>S: Read new part of passage or another passage.

S: Make chart:
Person
Traits
Actions
Motives.

T: Check and clarify, extend</td>
<td>S: Chart then write a story with 3 characters.

<table><tr><td>Person and trait</td><td>Act</td><td>motive</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
Give to another student. Ask that student to make chart based on story.

T: Students needing assistance: revisit the passage, use graphic organizer to show what person did and what traits that showed.</td>
</tr>
</table>

The Gradual Release of Responsibility across the week: **How to interpret a poem.**

Outcome: *I can infer the theme of a poem and explain how the poet communicates the theme.*

(Common Core 4th Grade Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text. . Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.)

Monday **Preview Model Interest**	***Tuesday*** **Model and GUIDE**	***Wednesday*** **GUIDE and go farther**	***Thursday*** **ASSESS and Clarify**	***Friday*** **Fix Go Deeper Finish well**
T: What was the theme of last week's story? Read first part of poem aloud. What do you think the theme is so far? S: Reads rest of poem. Draws a picture of what is "says". Note what I think the theme is. Share with other student. T: Think out loud—how writers use words and images to communicate a theme.	T: Reads aloud another poem. Models how to figure out the theme of a poem. S: Read another poem and infer theme, list evidence for that theme.	T: Asks students to demonstrate how to infer the theme of a poem. S: Add a stanza or part to a poem that communicates the theme. Pair and compare.	S: independently read poem. Identify theme. List ways the writer has communicated it. T: Debrief class then ask what they figured out about poetry this week.	S: Write a poem that communicates a theme. *Students needing assistance: Read a new poem, use graphic organizer to show how the parts communicate a theme.*

MAKE CONTENT LEARNING AN OPPORTUNITY TO READ/WRITE\THINK TO LEARN MORE

Connect Ideas and Facts with BIG Questions

We recommend that you ask a "big question" as you start each unit.
The following chart provides examples of very big questions that could be adapted to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

Use BIG questions to help students learn social studies content.

Geography: People and Places • Who lives where, why, how? • How and why have people changed the environment?	**Culture: People, Places, Values** • How do people live in a culture? • What is important to that culture?
Government: Rules, Leaders, Progress • How does government work? • How does government affect people? • How has government changed? • What should citizens do to bring about more progress?	**Economics: Choices and Changes** • How do people use what they have to get what they need and want? • How has the economy changed?

***History** is embedded in each of those content areas—history can help students understand each of those parts of social studies, so it is not a separate discipline in this approach*.

You may decide to combine the content areas as you study one place.
Here is an example.

Place: _____

Geography: What is here now? What has changed?

Culture: How do people live? What are their values?

Economy: How do get what they need to live?

Government: How does the government work?

PQROST – a strategy to ensure learning and expand literacy

P Q R O S T to make sure students learn more.

P Teacher **previews** the learning—sets a **purpose** for reading/listening **doing.**

Q Teacher asks a **big question** that the students will answer by reading, researching, thinking.

R and **O** Students **read/research** to find information relating to the BIG question, locating and collecting information,

information that they **organize** using a graphic organizer.

S Students **summarize** and **synthesize** their learning.

Recommended for K-2: Teacher guides summary
Recommended for 3-4: Students summarize, teacher guides synthesis.
Recommended for 5-8: Students summarize then synthesize.

T Students **tell/teach** what they have learned.
They may **pair and share**.
They may make a booklet or exhibit to "show and tell" what they learned.

EXAMPLE: CULTURE TOPICS AND QUESTIONS
Big question for culture: What is important in the culture of _____? Why?

K	Listen, read, draw: What's important to families? 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A c	How do families live together? 18 A
1	How do people live in our neighborhood? 18A, 5A	How do people show they value each other. 18A,5A good help hope	What do people value in our neighborhood 16AB and how do they show it? 18A	What do people celebrate in our neighborhood? 18A
2	How did people met needs in our community in the past? 16A	What values did people in people in our community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A, 5A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A
4	How did people live in Illinois in the past? 16A	How, where, and why did people travel in Illinois in the past? 16A	How and why have people changed Illinois? 16A	What values of people have stayed the same and what values have changed? 18A
5	How did people live in the US in the past? 16A, D	How, where, and why did people travel in the US in the past? 6A,D	How have communication and technology changed—and how does that affect the US today? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A
6	Who lives where why? 16A,D, 18A	Who lives how—why? 16A,,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18A D
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC

More content questions for each grade are at http://teacher.depaul.edu.

THINK BY THE WEEK—DEVELOP A TOPIC IN DEPTH ONE WEEK'S CONTENT LITERACY LEARNING PLAN

Focus/Big Question: _____

Important Vocabulary:

What will students read?

What will they write?

Monday **Make It Clear**	**Tuesday** **Get It**	**Wednesday** **Make It Clear**	**Thursday** **Check and Clarify**	**Friday** **Fix and Finish**
T: Introduce the week's BIG question Preview key words, connect to prior knowledge. Read aloud about topic S: List or draw facts. Start glossary. HW: Write with vocabulary.	T: Model fact collecting. S: Read to locate and collect important facts. HW: Write about facts.	S: Collect more facts, use graphic organizer to organize information, add more. HW: Write about the organizer.	S: Write about this week's topic using this week's words— --letter --paragraph --_____ HW: Complete glossary.	S: Answer the BIG question--write summary of what you learned this week.

Build Academic Vocabulary: WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)

Make the Writing Connection!
Use your word bank to write about this topic.

Think it Through: I can summarize this week's science.

ILS5A: I can summarize information.

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:
On another page, write and draw to tell and show the science.

Make Your Idea Clear: PARAGRAPH WRITER

ILS3B: I can support a topic with information when I write a paragraph.

What is the Main Point or Idea I will communicate?

_____

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.

Get It Across: Organize Your Paragraph

You may use all your facts.
You may decide not to use some facts.
Number the facts in the order you will put them in your paragraph.

Plan Your Writing Good writing is clear thinking!

ILS 3B: I can organize writing with a main idea and supporting information

What is your main idea?

_____

How will you start your essay? What will you say in the first paragraph?

Plan 2, 3 or 4 paragraphs. List or draw what you will tell.
Each box is for one paragraph.

How will you end your essay? What will you say in your last paragraph?